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The Progress of The Life Adjustment Education Program In Kansas.

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THE PROGRESS OF THE LIFE ADJUSTMENT EDUCATION
PROGRAM IN KANSAS

being

A thesis presented to the Graduate Faculty
of the Fort Hays Kansas State College in
partial fulfillment of the requirements for
the Degree of Master of Science

by

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CHAPTER I

THE INTRODUCTION AND PROBLEM

The original purpose underlying the development of secondary schools came out of an environment and social climate very different from that in which the high schools of today operate. Secondary education was for the few, not the many. It was for the gentlemen, not the common man. It was for the boys, not the girls. It was prized for its humanistic values rather than for its contributions to a work-a-day world.¹

Secondary education--available to all, enrolling all, and meaningful to all--has become the nation's hope and aspiration for its youth. In the American school system there has been a gradual growth of feeling that the secondary school of America should be as much of a common heritage for youth as elementary education. Close study reveals that many boys and girls, whatever the reasons may be, have not attained this hope. As evidence of this lack of attainment, trends and movements have occurred from time to time. The latest one being The Life Adjustment Education movement.

Life Adjustment Education did not just happen. Thinking educational leaders and interested laymen have pointed

¹ Vitalizing Secondary Education, September, 1951 (Washington, D.C.: Office of Education, Bulletin No. 3), p. 2.

the way. A succession of national committees, such as the National Commission on Life Adjustment have pointed out sources of weakness in secondary education and suggested proposed remedies. Both research and experimentation have designed new instruments and techniques for appraising the work of the secondary school especially useful in appraising theory and practice. It is granted that progress has been made toward improving secondary education, However, much remains to be done especially in translating gains into action to meet the needs of all youth at the high-school age level.

During the 19th century farseeing educational leaders in education, especially the Commission on the Reorganization of Secondary Education showed concern for the need of improvement in secondary education and as a result of this concern the seven "Cardinal Principles of Secondary Education" were designed and adopted in 1918. Since 1918 other changes have been made toward improving the high school program, the most recent being the program for "Life Adjustment Education." The Life Adjustment for Education program recognized the obligation of secondary education to society and especially to every boy and girl of secondary school age. It attempts to point out the way to make the school serve all youth more effectively. However, no specific set of rules have been devised to be used in establishing a Life Adjustment for Education program in every school and thus achieve the objectives

of the secondary school. A plan in one school may work successfully in that school and not so in another school. Thus there is a challenge in every community to establish a program in its secondary school that effectively meets the needs of all its school youth. Life Adjustment Education in Kansas is new and has made only slight progress; however, trends indicate a growing interest in this movement.

THE PROBLEM

Statement of the Problem. The particular problem of this thesis is to trace the growth of the "Life Adjustment Education Program from two points of view: (1) national and (2) in the State of Kansas." In particular the purpose is to discover the extent that secondary schools in Kansas have inaugurated curriculum change of any sort to meet the challenge of the Life Adjustment Education program for Kansas youth.

IMPORTANCE OF THE STUDY

Attention is being given to major problem affecting the efficiency of the American high school. Such problems as hidden costs, drop-outs and holding power are being investigated. If the secondary schools of Kansas or any other state are to provide each individual youth with a program

that is interesting and of permanent worth to him, the secondary school program should be such that all the youth are attracted to and remain in the school. Other values in this study seem to be these: (1) if high schools can so modify their offerings to the extent vital student needs are being met and that the enrollee feels thus, then economy and wise use of school costs will follow; (2) pupil effort and interest will be enhanced; learning will be more effective and youth will be better fitted to meet the problems of the immediate community and the state. The basic aim of the Life Adjustment Education movement potentially has these values. If the thesis does nothing more than indicate the necessity for the study of such problems as has been mentioned, the study is justified. The high schools in Kansas are identified with the Life Adjustment Education Movement. Rather extensive information is available concerning the status of this movement in the state. Consequently, out of thoughtful reflection and need for such a study, the thesis arose.

DEFINITION OF TERMS

Life Adjustment Education. The National Commission on Life Adjustment defines Life Adjustment Education, "as that which better equips all American youth to live democratically with satisfaction to themselves and profit to

society as home members, workers and citizens."²

Youth. Throughout this study the term youth shall be interpreted to mean that group of students who have completed the elementary school and are ready to attend the secondary school. This term refers to the boys and girls of the high school age level (14 to 19 years old).

Core Curriculum. The core curriculum is centered around a certain area or areas of study, such as the social studies, for example, and would be required of all pupils in order to give them further light upon the common problems of citizenship in this country. Another purpose of the core curriculum would be to develop school programs in terms of the social and individual needs and interests of pupils. The core is that part of the school curriculum embracing the learning experiences judged to be the common need of all pupils and employing appropriate content from all subject matter fields.³

Drop-outs. Any boy or girl of the youth group who does not begin high school after completing elementary school or who discontinues his or her school education before grad-

² U. S. Office of Education, Life Adjustment Education for Every Youth (Washington: Superintendent of Documents, 1948), p. 4.

³ J. Minor Gwynn, Curriculum Principles and Social Trends (New York: The Macmillan Company, 1943), p. 153.

uating from the secondary school constitutes a drop-out from a secondary school

Hidden Costs. Generally speaking, our society assumes that high school education is free to the public. The youth of America are living in a democracy where civil rights are respected, such as voting and the opportunity to attend public schools. This assumption is true only to the extent that all youth have the right to attend the high school of their choosing. However, the student attending the secondary school is confronted with many expenses throughout the school year. These expenses shall be referred to as hidden costs throughout the study.

METHOD OF RESEARCH

The method employed in this study may for brevity be designated the questionnaire-survey technique. Inquiries were sent to a number of secondary schools throughout the state of Kansas in an effort to obtain specific sources of information to constitute a sampling of what Kansas high schools are doing. The responses have been assembled and what Kansas schools have done and are now doing has been extensively used in the body of the thesis. It is hoped the study will reveal much relevant information in one form or another that will be useful to the secondary schools of Kansas.

CHAPTER II

THE LIFE ADJUSTMENT EDUCATION MOVEMENT

There are sharply differing ideas of secondary education. Some educators hold the view that the existing organization of secondary education is doing a good job, and that it is capable of expansion to meet the changing needs of youth. Other educators believe that the secondary school as now organized and administered, and as its subjects are organized, is distinctly out of line with the needs of the present changing society. It has been true in the past that any secondary school organization which did not meet the needs of youth was supplanted in time by another type of organization which seemed better fitted to meet those needs.¹ The democratic ideal that secondary education must meet the needs of all youth will help us to understand what Life Adjustment Education is.

A succession of nationally identified sources of weaknesses in secondary education and proposed cures and research and experimentation led to the development of new instruments and techniques for evaluating the work of the schools and for testing theories and practices. Much progress has been made toward improving secondary education. Much yet needs to be

¹ J. Minor Gwynn, Curriculum Principles and Social Trends (New York: The Macmillan Company, 1943), p. 297.

done to translate into action the best that is known about how to meet the needs of youth of high school age.

A review of the history of secondary education in the United States suggests some challenging generalizations: (1) our conception of the nature and purposes of secondary education has undergone far-reaching and almost continuous changes; (2) high school programs and operations are critically in need of further changes. The rate of social change in this country is rapid and it tends to outrun the capacity of the schools for making needed adaptations; (3) the basic philosophy and promising patterns for changing the schools to bring them abreast of the times have been developed during recent decades. They have been widely discussed and frequently tested, and they are widely approved by educational leaders; (4) ways must be found to accelerate changes in our secondary schools needed to gear them more closely to the rapid changes in our social and economic life.²

These statements give basic reasons for the campaign to effect changes in our secondary schools, which is known as the Life Adjustment Education movement. The concepts underlying the Life Adjustment Education movement and the efforts made to achieve its goals are to be portrayed in this chapter.

² Vitalizing Secondary Education, September, 1951
(Washington, D.C.: Office of Education, Bulletin No. 3),
p. 2.

Such educational leaders as Harold Hand, who recently completed a study in "How to Conduct the Hidden Tuition Costs Study" and C. W. Eliot of the University of Illinois, who has been a pioneer in the development of secondary education has brought about program reorganization in the direction of Life Adjustment Education for every youth. Under such leadership the secondary school of today is making considerable progress in building programs of study and providing educational services basically useful to each participating pupil.

One of the crucial problems confronting any effort to increase the holding power of the secondary school is that of providing varied curricular offerings to meet the needs, interests and abilities of youth of secondary school age. Although economic necessity is frequently given as the reason for dropping out of the secondary school, experience indicates that the great majority leave school because life inside the school does not seem as real as it does outside the school.

Excluding food, clothing, shelter and transportation, it has been found that the average per-pupil cash cost of attending the theoretically free secondary school is about \$125 per year. Study also reveals that these costs rise sharply but more or less steadily from an average of about \$95 for freshmen to slightly over \$150 for the senior year.³

³ Harold C. Hand, How to Conduct the Hidden Tuition Costs Study, May, 1949 (Urbana, Illinois: University of Illinois, Bulletin No. 4), p. 10.

In an attempt to stimulate consideration of these problems, Dr. Charles A. Prosser, well-known leader in education and for many years director of Dunwoody Institute, Minneapolis, Minnesota, attended a vocational conference in Washington D.C. in June, 1945, and was later asked to summarize the conference. He introduced the following resolution:

It is the belief of this conference that, with the aid of this report in final form, the vocational school of a community will be able better to prepare 20 percent of its youth of secondary school age for entrance upon desirable skilled occupations; and that the high school will continue to prepare 20 percent of its students for entrance to college. We do not believe that the remaining 60 percent of our youth of secondary-school age will receive the life adjustment training they need and to which they are entitled as American citizens--unless and until the administrators of public education with the assistance of the vocational education leaders formulate a comparable program for this group.

We, therefore, request the United States Commissioner of Education and the Assistant Commissioner for Vocational Education to call at some early date a conference or a series of regional conferences between an equal number of representatives of general and of vocational educational--to consider this problem and to take such initial steps as may be found advisable for its solution.⁴

After receiving the resolution, the United States Commissioner of Education, John W. Studebaker, waited until the director of the new Division of Secondary Education, Galen Jones, had been appointed and then asked him to plan, in

⁴ Annual Report of the Federal Security Agency, October, 1946 (Washington, D.C.: Office of Education), p. 89.

cooperation with the Division of Vocational Education, a series of conferences to consider the meaning and implications of the resolution and the possible means by which solutions to the problem could be devised.

During the year 1946 regional conferences of educational leaders were held in New York City, Chicago, Cheyenne, Sacramento and Birmingham. Without question, these conferences validated the existence and importance of the problem referred to in the resolution. Each conference recommended that the Office of Education sponsor a national conference to develop a plan of action aimed at a continuing and concerted attack on the problem.

A national conference of educational leaders was held in Chicago, May 8-10, 1947. The major portion of the conference time was devoted to committee discussion and action. After the committees had been in session three times, provision was made for a general session at which preliminary committee reports were heard and discussed. This device made it possible for committees to so refine their recommendations that the conference was able to take action on the completed reports at the final session with a minimum of revision.

One of the recommendations, unanimously agreed upon at the National Conference in 1947 at Chicago called for the United States Commissioner of Education to set up a Commission on Life Adjustment Education for Youth, composed of represent-

atives from several of the major national organizations working in the field of professional education. Each of nine national educational organizations submitted nominees to Dr. John W. Studebaker, Commissioner of Education, who appointed the representatives to the Commission.⁵

At a work conference which the Commission held in Washington, October 11-15, 1948, participants developed and accepted the following concept of Life Adjustment:

Life Adjustment Education is designed to equip all American youth to live democratically with satisfaction to themselves and profit to society as home members, workers and citizens. It is concerned especially with a sizable proportion of youth of high-school age (both in school and out) whose objectives are less well served by our schools than the objectives of preparation for either a skilled occupation or higher preparation.⁶

As developed in regional and national conferences, Life Adjustment Education means organizing and reorganizing schools to achieve useful living purposes. It means directing the activities of a school and adapting the content and method of all courses so that each year all students are being prepared for important areas of living.

Since its first meeting, the Commission has recognized the importance of securing funds to finance its activities. It has sought and is still seeking funds with which to operate.

⁵ See Appendix A.

⁶ Work Conference on Life Adjustment Education, October, 1948 (Washington D.C.: Office of Education), p. 9.

Having no funds and, consequently, no employed personnel, the Commission was largely dependent upon the spare hours of staff members of the Office of Education to carry on its work at a national level. The Commission agreed that it should function in the states only in cooperation with state departments of education. Each state department of education was asked by the Commission to appoint or designate a state committee which would help in identifying cooperating schools and get programs of life adjustment education under way.

It was the thought of the Commission that high schools selected as cooperating schools should represent communities and staffs actually willing to spend time and energy in an effort to make changes. The following principles in relation to Life Adjustment Education Program were developed by The Commission on Life Adjustment Education and approved by the National Conference held in Washington in October 1948:

- (1) Respects individual worth and personality;
- (2) Enrolls and retains all youth; (3) Required courses and course content concerned with problems of living; (4) Emphasis is upon direct experience;
- (5) Planning, Organization, Operation and Administration are Democratic; (6) Records and data are used constructively; (7) Evaluation is for desirable changes in pupil behavior.⁷

The Commission's primary concerns are that school staffs accept responsibility for all youth in their communi-

⁷ H. R. Douglass, Education for Life Adjustment (New York: Ronald Press Company, 1950), p. 9.

ties and that subject matter be not an end in itself, but learning experiences for improving home and family living, citizenship, health and leisure time. In some conservative and traditional schools a forward step in this direction may be to reorganize the content of subject-matter courses so that they contribute to better health, citizenship and better home and family living. If this is to be done effectively, such reorganization will probably involve interdepartmental planning and attention from the whole staff in order that duplication may be eliminated and that important gaps may be filled.

In October of each of the years 1948, 1949 and 1950 there was held a national conference which contributed to the development of plans for Life Adjustment Education. Working papers for each of these conferences were prepared by staff members of the Office of Education. Plans for state committees and cooperating schools were developed at the 1948 conference, which was attended by 83 participants from 26 states. The 1949 conference was devoted to techniques for studying society. Case studies of both pupils and communities and the advice of consultants helped develop realistic reports for their work groups. This meeting was attended by more than 200 participants from 31 states. The 1950 conference was convened in Chicago by Commissioner Earl J. McGrath for two purposes: (1) to allow the participants to review the tentative

report of the Commission's activities during its 3-year term of office and; (2) to receive from the participants recommendations for the future of Life Adjustment Education.⁸

Most of the participants in the October 1950 conference at Chicago thought that the first Commission on Life Adjustment Education for Youth had done well in organizing and publicizing its objectives. They thought that the second Commission should devote its major energies to the identification and description of procedures of proved worth for achieving Commission objectives. One of the more important recommendations of the conference was that the United States Commissioner of Education appoint a new Commission for a period of 3 years to continue the study and to promote action programs for education of youth for Life Adjustment. The membership of this Commission should represent the organizations represented in the preceding Commission, with the addition of lay representation, a representative of teacher education, a representative of classroom teachers and representatives of such other groups as the Commission may designate. Another important recommendation was that the organization on the state level should function under the State Department of Education and/or some organized state education authority, and should function through an advisory committee or

⁸ Vitalizing Secondary Education, op. cit., p. 40.

committee representative of state professional education organizations, including classroom teachers, industry, business, agriculture, labor, parents and other interested lay groups.⁹

Through the efforts of Dr. L. W. Brooks, Superintendent of Public Instruction in 1946, the State of Kansas initiated an investigation into the matter of Life Adjustment Education. The major emphasis was to improve secondary schools so that they will more nearly meet the real needs of youth and make "adjustment to life" easier for them as they leave school.

Much of the impetus given to this movement to date has resulted from the interest and activity of the Kansas Commission on Education for Life Adjustment. Superintendent of Public Instruction, Adel F. Throckmorton, appointed sixteen members to the Kansas Commission on Life Adjustment Education. This commission held its first meeting April 20, 1949. The members of this commission and organization represented by each were:¹⁰

The more important functions of the Kansas State Commission on Life Adjustment are to cooperate with the State Department of Education in establishing policies for the development of the state program, to recognize participating

⁹ Ibid., p. 46.

¹⁰ See Appendix B.

and cooperating schools and to help society meet the challenge of the new educational movement.

In addition to the functions mentioned the state commission appointed area representatives for the purpose of assisting any school which is making a study or proposing to formulate a life adjustment program. Although these representatives have had some training they are not considered as experts. Due to the fact that the State Commission has no described source of income the members of the commission, area representatives, and consultants receive no salary. The state is divided into seven areas with each area having two area representatives. The area representatives appointed in 1949 were:

Glenn E. Burnett, Principal, Junior High School, Manhattan.

George L. Cleland, Principal, High School, Atchison.

Everett L. Fiedler, Principal, High School, Abilene.

Arthur W. Mastin, Principal, High School, Concordia.

D. R. Lidikay, Principal, High School, Wakeeney.

Paul R. Dick, Principal, High School, Oakley.

G. H. Wedelin, Principal, High School, Stafford.

R. C. Guy, Principal, High School, Garden City.

Walter Cooper, Principal, East High School, Wichita.

Dr. John H. Nicholson, Principal, High School, Hutchinson.

Herbert I. Bruning, Principal, High School, Emporia.

Lillian I. Dedrick, County Superintendent, El

Dorado.

R. C. Johnson, Principal, Wyandotte High School, Kansas City, Kansas.

W. L. Rambo, County Superintendent, Girard.¹¹

¹¹ Brief Outline of the Kansas Life Adjustment Commission, 1949 (Topeka, Kansas: Kansas State Department of Education), p. 9.

In addition to the area representatives seven state and municipal universities and colleges have agreed to furnish consultants. These consultants will give assistance and guidance to schools that seek assistance. The consultants assigned were:

Dr. William A. Black, Kansas State Teachers College, Pittsburg.

Dr. H. Leigh Baker, Kansas State College, Manhattan.

Miss Maude McMIndes, Fort Hays Kansas State College, Hays.

Dr. Earl K. Hillbrand, Washburn Municipal University, Topeka.

Dr. George B. Smith, University of Kansas, Lawrence.

Dean L. B. Sipple, Wichita University, Wichita.

Dr. Ray C. Maul, Kansas State Teachers College, Emporia.¹²

The state department of public instruction with the assistance of various agencies has constructed several check lists which it plans to use in making a survey of all the high schools throughout the state in order to implement the life adjustment movement. One function of the Kansas Commission on Life Adjustment is to cooperate with the National Commission and thus serve as a liaison between the National Commission and the local school since planning on all levels must go hand in hand.

In order for any high school to take part in a Life Adjustment Program in Kansas it must meet various requirements. First, an application must be made to Miss Ursula Henley, Executive Secretary, State Department of Public

¹² Ibid., p. 9.

Instruction, Topeka, Kansas, requesting permission to participate; second, an area representative must visit the school and submit a report to the state for approval; and third, the school must produce evidence of the school's needs and abilities.¹³ Procedures other than these outlines must originate within the school itself.

Any school contemplating the implementation of a Life Adjustment Program must first establish a need. The problem of drop-outs alone is need enough for implementing a life adjustment program. One established reason for drop-outs has been determined in the research of Counts, Kefauver, Palmer, Bell, and Eckert on the subject of "Economic Influence on Secondary Education."¹⁴ The research conducted proved that more than twice as many youth of families with low income dropped out as compared with families having a high income. The investigation also revealed that the odds were eight to one in favor of the youth with parents of high income graduating from high school as compared with the youth of the family with the low income. These hidden costs are largely due to costs connected with courses, costs of extra activities, and cost of attending organizational activities.

Any school that attempts to develop a Life Adjustment

¹³ Ibid., p. 9.

¹⁴ Hand, op. cit., p. 7.

Program is immediately confronted with two broad problems:

The first comes within the community where parents and other adults are fearful because the program is not "as they had in high school" that the program is not one that is primarily concerned with preparing students for college; The second source of problem lies within the faculty of the school itself. These may arise because of lack of pre-service training on the part of the teachers.¹⁵

The State Department of Education published a report in 1950 concerning the contributions which a number of high schools have made toward the implementation of Life Adjustment Education. All the schools mentioned in the survey had met the requirements of the State Department and had organized some phase of the Life Adjustment Education in the school. Some schools have made a more forward approach to providing a suitable program for its youth than others.

The Kansas Commission on Life Adjustment Education is very much interested in having all secondary schools study their programs and try to improve them. The Commission is not anxious to have schools describe themselves as Life Adjustment schools or programs. The Commission hopes that schools will move, but move slowly taking teachers, administrators, board members and patrons along with them, but the Commission hopes that they will move, that they will study their pupils, their

¹⁵ T. H. Broad, "Education for Life Adjustment: The Point of View of the Local Administrator," The North-Central Association Quarterly, 24:354, April, 1950.

offerings and their community to the end that we may have steady and consistent improvement of secondary education.¹⁶

¹⁶ Education for Life Adjustment, June, 1950 (Topeka, Kansas: Kansas State Department of Education), p. 52.

CHAPTER III

THE PROGRESS BEING MADE IN THE SCHOOLS OF KANSAS

In Kansas, we subscribe to the idea that every reasonably normal boy and girl of high school age should be in high school. If we are to accomplish this ideal, we need to make many changes in most of the secondary schools. We need to know more about the pupils in our schools, more about their needs and the needs of the society which make the secondary school possible.¹

At the present time curriculum changes are being made by Kansas high schools. In many schools the administration and faculty, with help from consultants and local lay leaders, are making changes aimed to better the opportunities for secondary school pupils. Manifestation of change is evident from the descriptions which are given in the following statements.

In an effort to increase vocational interest, Tribune has a work program assigning interested students to work at different trades and vocations for one-half day per week. A one-half unit of credit is given in vocations. A student can find out if he likes or dislikes the work before deciding to take it up permanently. A complete battery of tests is given

¹ Education for Life Adjustment, June, 1950 (Topeka, Kansas: Kansas State Department of Education), p. 51.

to find out a student's interest and advise him accordingly.

Guidance is becoming a basis for many new programs. Coffeyville has four guidance instructors who devote a part of their time to counseling with students each day, plus enrolling the students for the following year. The main object of the Life Adjustment program in Coffeyville, according to Clark Hendrix, Principal, is to interest the pupil and hold him in school for a longer period of time and perhaps give him subject matter that will be more useful. Classes such as English review, family living, mathematics review, consumers mathematics and some simplified shop courses are offered to the slower type of student.

In Concordia, a community occupational survey was conducted by A. W. Mastin, Principal. The survey indicated that 572 employees were holding jobs that could be filled by high school graduates. Out of the 572 employee jobs, 290 of these were in the business education field. The labor turn-over of the 572 was about one-hundred percent every three years. The 290 jobs alone could have employed all the graduating students for the past three years. Thus, the occupational goals of business education in Concordia were adjusted to meet the needs of these graduating students. Since most of the high school graduates aren't going to college the majority of them are hoping to secure employment in business upon graduation.

Five years ago, the Trego Community High School in Wakeeney, started a Life Adjustment Program. At that time only twenty percent of the students were entering college. Subjects such as homemaking, shop, home economics and special units within courses were immediately added to the subject curriculum. It has since developed that about half of the graduates are entering college, thus foreign language, physics, chemistry and other supplemental college courses have been added. A testing program has just been added, extending to the eighth-grade classes throughout the county. These test results are used in enrolling these pupils in high school reading classes and general mathematics classes for those who need special help. Those who score well are immediately enrolled in the regular academic courses. In other words, Life Adjustment Education in Wakeeney means trying to adjust the curriculum to the needs of the pupils, according to D. R. Lidikay, Principal.

Schools, in general, are emphasizing their instructional programs, follow-up studies, on-the-job training, study of drop-outs, encouraging intramural athletics, student assemblies and varied types of guidance and counseling programs.

The purpose of this thesis is to present the extent to which Life Adjustment movement in Kansas has taken root. To determine this, data obtained by the State Department of Education through questionnaires presents an up-to-date pic-

ture of the progress made in the high schools of Kansas. In the appendix appears a copy of the questionnaire so used.

The questionnaires were formulated by the State Department of Education and sent to every high school in the state. Complete response from each and every school was not obtained. Approximately fifty-three percent of the 640 high schools in Kansas answered the questionnaire, thus it is that the sampling in this survey is representative of the numbers and types of high schools operating in Kansas today. However there is presented in this chapter the data obtained through the questionnaire.

For most part data will be presented in tabular form in regular order. Referring to Table I which follows such factual data as types of school organization in Kansas, that is, the 8-4 or 6-3-3, classification of high schools as A, B and C meeting standards determined by the State Department of Public Instruction, enrollment, and whether public or private.

TABLE I

Data Pertaining to Kansas High Schools

Organization	Classification				Public	Private	Total	%
	A	B	C	M				
8-4	113	49	99	3	264	2	266	78
6-6	24	5	4	0	33	0	33	9.7
6-2-4	11	2	1	0	14	0	14	4.1
6-3-3	12	0	0	0	12	0	12	3.5
6-3-3-2	8	0	0	0	8	0	8	2.3
8-4-2	3	0	0	0	3	1	4	1.1
6-4-4	1	0	0	0	1	0	1	.3

Of the high schools in the State of Kansas, 338 or approximately half of the schools responded to this portion of the questionnaire. Beginning in the upper left corner of Table I, the type of organization is the 8-4 system, which is easily the most popular system in the state. Of the 266, 8-4 systems reported, 113 were in class "A", 49 were in class "B", 99 were in class "C" and 3 were in class "M" classification. Two private schools were using the 8-4 type of organization. The percentage column to the right represents the percentage of schools using the corresponding type of organization of the 338 schools reporting. Thus the table is significant to the extent it does present at least the types of organizational systems, their classification and whether public or private being used in Kansas High schools at the current moment.

The survey revealed that twelve percent of the 338 reporting schools had a community-school council composed of lay leaders and faculty members who work cooperatively for educational advancement. This is a very small percent but it is an indication of progress being made in this particular phase of secondary education.

Secondary schools throughout the state are encouraged to use consultants from the State Department of Instruction, Universities or Colleges to aid in the improvement of instruction within each school. Of the 338 responding schools, 37 percent indicated the use of consultants from various higher institutions of learning in Kansas. This is important, because only through expert advice and careful planning can Life Adjustment Education principles be inaugurated into our instruction. Areas of instruction improvement emphasized in the questionnaire were English, social science and science. Ninety-one schools reported having special projects leading to the improvement of instruction in English; seventy-five in social science and sixty-nine in science. Fifty-nine schools mentioned other fields of instruction offering special projects for the improvement of instruction. There is an active effort to improve instruction, as the questionnaire indicates, since 294 of the 338 schools responding listed projects leading to the improvement of instruction.

Many educators maintain that the development in the

pupil of the feeling of social solidarity should be one of the most important purposes of the school. Acquisition of this social solidarity would require that the child be made conscious of such things as his social duties, interests, usages and, problems, not only from an individual but also from a societal and national viewpoint. In order to achieve this so-called "social integration", these educators propose the core curriculum.² The definition of core curriculum appears in chapter I.

Fifty-three administrators reported having some form of a core program in their schools. Some of the schools were using two or more plans. The type of core program included English-social studies, mathematics-science, English-mathematics and other combinations. The schools allotted from one to three hours daily for the program.

The colleges and the secondary schools have cooperated in recent years to give better guidance and better orientation to secondary school pupils who plan to enter an institution of higher learning. Tests of scholastic aptitude and placement tests of different kinds have been used to good effect; and programs for the counseling of students who are entering college have assisted secondary school graduates materially in making the transition to the college without

² J. Minor Gwynn, Curriculum Principles and Social Trends (New York: The Macmillan Company, 1943), p. 153.

too great an emotional upset or too sharp a break.

The point at which the secondary school has been most ineffective has been its relation to other educational agencies of an informal or formal nature in the community. The student from the secondary school comes under the direct influence of those community agencies when dropping out of school, or upon graduating and not going to college. For example, when a boy stops school in the sophomore year to secure work to help support the family, or school becomes tiresome and acquiring work becomes the main objective, the boy quickly becomes aware of the fact that much of the secondary school curriculum was not connected in any way with these other community agencies of an informal or formal nature. As the boy tramps the streets inquiring for work, the more there is borne in him the fact that the secondary school program could have had a much closer relationship to the need of getting a job and making enough money to keep from being hungry.

If this situation exists today in the secondary schools of Kansas in a modified or complete form, the opportunity for a Life Adjustment Education program to become rooted is present. Guidance and counseling of high school youth is a principle underlying the basic concept of Life Adjustment Education. Table II and table III which are to follow dwell upon the specific type of counselor service used in Kansas

high schools and the techniques used to obtain information for guidance and counseling purposes.

TABLE II

Types of Counselor Service Reported by 338 High Schools

Counselors	Number of Schools
Principal	221
Classroom Teacher	202
Superintendent	108
Home Room Teacher	86
Teacher Counselor	62
Director of Guidance	31
Dean of Women	20
Dean of Men	10
Counselor	9

Table II clearly shows that the principal and the classroom teacher usually administer counseling service to high school youth. Of the 338 schools reporting, the principal counseled in 221; the classroom teacher in 202 and the superintendent in 108. Some of the larger high schools in Kansas employed specific qualified individuals as directors of guidance and counseling. Referring to a letter received from Mr. Clark Hendrix, Principal of Field Kindley Memorial High School, Coffeyville, Kansas, four guidance instructors devote a part of their time to counseling with students each day, and also enroll the students for the following year. In a letter received from Mr. D. R. Lidikay, Principal of Trego

Community High School, Wakeeney, Kansas, it is revealed that two qualified teacher-counselors are employed each year to develop in the students the ability to direct themselves and to make their own right decisions. However, table II shows that the principal and the classroom teacher share the major responsibility for guidance and counseling in the high schools of Kansas.

TABLE III

Techniques Used in Gathering Information Concerning Pupils

Types of Techniques	Number of Schools
Official School Records	315
Conferences with Pupil's Teacher	288
Individual Interviews with Pupils	277
Appropriate Tests Given Periodically	225
Interviews with Parent, Family Members, Others	216
Personal Data Blanks or Questionnaires	197
Results of Physical Examinations	159
Hobbies and Extra-curricular Activities	138
Evaluation of Past and Present Work Experience	80
Anecdotal Records	44
Autobiographies	41
Rating Scales	37
Other	6

Obtaining information through one means or another concerning secondary school youth is another phase of the Life Adjustment Education program because of its relative importance to guidance and counseling. Provisions are made

for obtaining this information about such pupils in a number of ways. The table above shows that official school records kept from year to year and thus accumulative were present in 315 of the 338 responding schools. Conferences with pupil's teacher were present in 288 of the 338 responding schools. Thus, the table reveals the various types of techniques being used to gather information concerning high school youth in the state of Kansas.

The next section of interest in chapter III concerns drop-outs, referring to any school youth who didn't begin high school or who discontinued his or her school education before graduating.

Recently, school surveys have revealed that almost half of the boys and girls in the United States eligible for graduation from high schools have not received diplomas. Many students failed to acquire enough credits to qualify for a diploma, while others dropped school prior to their senior year.³

There are a good many reasons why drop-outs occur. The general statement that high school is a waste of time or doesn't make sense, predominates. High schools have traditionally done a good job preparing graduates for college entrance,

³ Brief Outline of the Kansas Life Adjustment Commission, 1949 (Topeka, Kansas: Kansas State Department of Education), p. 1.

but by and large most high schools have failed to provide adequate meaningful, educational training for a large segment of the school population.

If secondary education in Kansas is to meet the challenge of preparing all boys and girls to live happy, productive lives as citizens, as home makers and workers it follows that the program of instruction should be based upon the needs of all youth and not dominated by the demands of any one segment of youth.

Life Adjustment Education implies a functional educational program for every community, large and small. For too long a period, just lip service has been given to changing the curriculum to meet the needs of all boys and girls. The Life Adjustment Education program must begin with recognized needs and end with a changed program.

From this discussion emerges the problems involved in keeping all high school youth interested enough to remain in school and upon graduation become a useful and willing worker in our democratic society. Such problems were analyzed in the questionnaire of this thesis. Those findings are discussed in the following material.

Of the 279 responding high schools, 131 reported drop-outs occurring in that group of students whose intelligence quotient measured between 85-94. One hundred and fourteen of the 279 high schools reported drop-outs occurring in that

group of students with an intelligence quotient below 85. Thirty-two out of the 279 high schools reported drop-outs occurring in the group of students with an intelligence quotient of 95-104. Only two schools listed drop-outs in that group of students with an intelligence quotient of 105 or above. These trends are significant even though subjective evaluation is often times variable.

Table IV indicates the most important reasons for students leaving school and becoming drop-outs.

TABLE IV
Why Pupils Left High School

Reasons	Number	Percentage
Lack of Interest	211	62
Scholarship	192	56
Obtained Work	122	36
Marriage	117	34
Financial	78	23
Disciplinary Difficulties	70	21
Military Service	48	13
Unclassified	35	10
Legal Age for Withdrawal	32	9
Illness in Family	20	6
Illness of Pupil	16	4
Others	28	8

In the upper left hand corner of table IV are listed the important reasons for students leaving school in chronological order according to number of responding schools

designating each respective reasons for leaving school. In 211 of the 338 responding high schools, a lack of interest was the main reason for drop-outs, in other words 62 percent of the drop-outs in 338 schools were credited chiefly to a lack of interest. Poor scholarship was reported from 56 percent of the 338 high schools as the second major reason for dropping out of school. Obtaining work and getting married follows in that order as reasons for leaving school.

It was found that the typical drop-out occurs most frequently in the lowest quarter of the scholastic grade standing. Of the 230 schools responding to this portion of the questionnaire, 60 percent or 138 designated the lowest quarter of the scholastic grade group as the one where drop-outs were more frequent. Eighty-three or 37 percent of the responding schools designated the next lowest quarter of the scholastic grade standing. Four or 1 percent of the responding schools in the next highest and five or 2 percent of the responding schools in the highest scholastic grade group.

An interesting section of the questionnaire reveals the type of curricula from which drop-outs occurred according to 321 administrators. The percentage of drop-outs from the general curricula was much higher than the other types. Two hundred and thirty-six of the 321 schools reporting or

44 percent of the drop-outs occurred in the general curricula. Thirty-two of the 321 schools reporting or 10 percent of the drop-outs occurred in the vocational field. Twenty-one or 7 percent occurred in the college preparatory and nine or 3 percent in the other types of curricula. If the findings of this particular part of the questionnaire is indicative of schools throughout the state of Kansas, the general, vocational and college preparatory types of curricula need strengthening in order to keep students in school. Several administrators reported more than one curriculum. Since the majority of Kansas secondary schools have only a college preparation and/or a general academic curriculum, the indictment is not so serious against these curricula as might first appear.

Administrators were asked how valuable and useful do you consider a high school education to have been for your recent graduates. Table V will show what value the administrators believe a high school education has been to recent graduates.

TABLE V

Percentage of Graduates in Each of
the Four Ability Levels

	Highest Quarter	Next Highest	Next Lowest	Lowest
Very Valuable and Useful	79.0	43.0	16.0	12.0
Valuable and Useful	13.0	54.0	47.0	26.0
Perhaps of Some Value	.5	10.0	27.0	37.0
Of No Particular Value	.3	.9	3.0	13.0
Waste of Time and Money	0.0	.2	.6	8.0

Apparently administrators responding to this question felt that a high school education is of more value to the more able students. Going from left to right on the upper line the table is interpreted as such. Seventy-nine percent of the administrators thought that group of graduates in the highest quarter of ability received a high school education that was very valuable and useful. Continuing on across the line, the reader can interpret the table similarly. Thus in summarization of the table, it is significant to notice that the secondary school administrators thought that the high school education of today is much more valuable and useful to those students of higher ability.

Within the secondary schools of Kansas there are many opportunities for pupils to assume major leadership responsibilities. Often times the same group of students assume those

jobs either voluntarily or are appointed for the job because of past efficiency in similar assignments. The questionnaire attempted to find out from which socio-economic groups the leaders are selected from the student body. Table VI will show from what group the administrators believed the leaders were selected in various group organizations of the secondary school.

TABLE VI

Socio-Economic Groups from Which Leaders Are Selected

Groups	Highest	Next Highest	Next Lowest	Lowest
Interscholastic Athletics	52	69	39	27
Hi-Y or Y-Teen	31	32	13	9
Music Groups	62	71	30	20
Assembly Programs	49	50	19	12
Staff of School Paper	54	46	17	8
Classroom or Home Room				
Offices	27	31	15	11
Girls Athletics	21	29	22	14
Class Plays	56	62	34	22
Dance or Prom Committees	23	32	15	6
School Dances (attended)	27	45	26	19
Public Speaking	38	30	9	4
Cheerleaders	41	66	28	15
F.F.A.	18	20	14	7
Assistant in Library or				
Office	36	38	17	6
Pep Club	39	64	36	28
Student Council	37	41	12	5
Debate	11	9	2	1
F.H.A.	13	15	12	6
Junior Red Cross	15	23	16	11
Intramural Athletics	26	34	35	25
Others	5	6	2	1

Answers to the questionnaire relating to data in table VI indicates that the administrators feel that the majority of leadership responsibilities fall to students in the upper socio-economic group, however, there is a slight variation. For instance, in the interscholastic athletic group 52 percent of the responsibilities fall to the higher socio-economic group of students. Sixty-nine percent of the leadership assignments were assumed by the next highest socio-economic group. Thirty-nine percent of the responsible jobs were taken by the next lowest socio-economic group. Twenty-seven percent of the lowest socio-economic group were assuming responsible leadership assignments. Thus the table can be interpreted as such throughout the table. It is significant because it indicates a trend for students of the upper socio-economic level to assume responsible jobs more readily. There were 301 reports received from the 338 secondary schools of Kansas returning the questionnaire.

The remainder of chapter III concerns a study of hidden costs within the secondary schools of Kansas. The information is intended to point out that the high schools of Kansas aren't free to the public, as society interprets public school education.

No patriotic citizen disputes the assertion that the public schools are supported by taxation for purposes of

maintaining and strengthening the American way of life. The American way of life is at root based upon an ethic which asserts that all human beings are of supreme, hence of equivalent, more worth--that the happiness and well-being of each person shall count equally in the framing of social policy. Proof of this is reflected in the fact that society long ago abolished property qualifications for voting.

It is the belief that all men are created equal in the sense that all are of equivalent moral worth that supplies the moral basis upon which Americans have grounded their ideal of quality of opportunity. On this moral basis, the American citizenry typically believes that its public secondary schools should serve equally well all the children of all the people of the community.⁴

Fees charged students for laboratory courses vary from amounts of less than \$1.00 to more than \$3.00 per semester. Of the 123 respondents to this question, ten indicated that the fee was less than \$1.00 per semester, twenty-nine replied it was between \$1.00 and \$2.99, while twenty-one said the amount was more than \$3.00 a semester.

High school students enrolled in shop courses in the state of Kansas are required to pay fees of approximately

⁴ Harold C. Hand, How to Conduct the Hidden Tuition Costs Study, May, 1949 (Urbana, Illinois: University of Illinois, Bulletin No. 4), p.6.

\$2.50 for each shop course per semester. Of the 230 respondents, 42 percent of the secondary schools indicated that such students were required to pay fees. Twenty-six schools required a fee payment for welding, twenty for machine shop, eight for printing, twenty-two for drafting and fifty-eight specified the requirement of fees in other courses.

The price of purchasing activity tickets varied according to the 313 respondents answering the questionnaire. Of the 17 high schools requiring purchase of an activity ticket, four replied that the cost was less than \$1.00 a year, nine placed it between \$1.00 and \$1.99 and four indicated that the cost was more than \$3.00 per year. One hundred and seventy-five of the 338 schools estimated the average cost per student per semester for school plays, athletic events and others. Twenty-four of these estimated the cost at less than \$3.00 per semester.

Two hundred and ninety-five schools responded to inquiry concerning the total cost per student each semester for purchase of textbooks and workbooks. Fifteen percent of the 295 respondents indicated that the cost was less than \$5.00 per semester; sixty-eight percent placed it between \$5.00 and \$10.00 and fifteen percent indicated that the cost was more than \$10.00 per semester.

In recent years a student lunch program has been introduced into many secondary schools throughout the state of

Kansas. In answering a question concerning the average cost per student lunch in the cafeteria, 126 of the 338 high schools responded. Sixty-eight percent of the 126 respondents indicated the average student lunch was 25 cents or less. The remaining thirty-two percent listed the cost at between 26 and 50 cents per student lunch.

One of the larger items of expense for high school youth that involves hidden costs is transportation cost per year per pupil in the high school. Two hundred and twenty-four high schools responded to this inquiry, including all pupils regardless of whether transportation is furnished for them or not. Fifty percent of the 224 responses indicated that the transportation cost was less than \$50.00 per year per student. Thirty-six percent indicated that it was between \$50.00 and \$99.00. Ten percent estimated it at between \$100.00 and \$149.00, while six percent said it was \$150.00 or more per year.

Those students in the secondary schools of Kansas who participate in musical activities particularly are subject to extra expense in most cases. The question was asked, "Are students in your secondary school required to furnish a special uniform for participation in any musical activities?" Of the 105 administrative responses, fifty percent indicated students were required to furnish special uniforms for glee club, fifteen percent for band, thirty-three percent

for chorus and two percent for orchestra. Of the 38 respondents who estimated the cost a semester, twenty-two placed it at less than \$5.00, fourteen estimated the cost to be between \$5.00 and \$10.00 a semester and two estimated it at more than \$10.00 per semester.

The questionnaire revealed also the average cost per semester for each student who is required to furnish his or her own instrument. Eighty percent of the 265 responses indicated the students were required to furnish their own instruments. One hundred and thirty-four of the 212 administrators indicating that the students were required to furnish their own instruments, gave an estimate of the semester cost. Of the 134 responses, eighty-six indicated the cost was less than \$25.00. Thirty-one placed the cost between \$25.00 and \$50.00, while 17 said that the cost was more than \$50.00 per semester. Thus the reader can easily see that musical activities constitute a respectable percent of the hidden cost expense in the secondary schools of Kansas.

The matter of equipment for physical education classes and sports equipment for competitive contests constitutes the final section on the study of hidden costs in chapter III. Administrators were asked to indicate the average amount spent by each student per semester for physical education classes. Three hundred and six of the 319 responses to this item indicated that each student was required to furnish his

own sport equipment for physical education classes. Thirteen indicated that such was not the case. Two hundred and eighty-one estimated the cost per semester. One hundred and thirty-eight of the administrators placed the cost below \$5.00 per semester, one hundred and twenty-four estimated the cost between \$5.00 and \$10.00, while nineteen estimated the cost was more than \$10.00 per semester.

CHAPTER IV

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The Life Adjustment movement really began when a group of vocational leaders conducted a study called "Vocational Education in the Years Ahead." From this study resulted the adoption of the Prosser Resolution. This resolution called for five regional meetings after which the Commissioner of Education called for a National Conference of educational leaders. The Commissioner upon request from the conference appointed a National Commission on Life Adjustment for Youth. The purpose of the National Commission being to disseminate any information concerning the movement and to establish a general organization so that the movement be uniform throughout the states. The precepts constituting this broad generalization are clearly stated in the beginning chapters, especially on pages 10-15.

In 1949, the Superintendent of Public Instruction of Kansas appointed a State Commission on Life Adjustment Education. The State Commission in cooperation with the State Department of Education divided the state into seven areas and appointed two area representatives in each. Seven colleges and universities within the state have provided consultants. All of the above agencies furnish guidance and encourage high schools to establish some Life Adjustment

Program. This generalization is likewise derived from the content placed in chapter II specifically found in pages 15 to 21 inclusive.

Any high school seeking to organize a Life Adjustment Program must meet the requirements of the State Department of Education. Life Adjustment in the high school is promising in that it does not require hasty reorganization of a new staff of differently trained teachers. This movement is also promising in that its implementations are not confined to a few selected schools. In the high schools of Wakeeney, Concordia, Tribune and Coffeyville one discovers a statewide interest in this movement as evidenced by the scattering of schools in the state. Evidently Kansas school men are seeking ways and means for the improvement of curricula to meet the needs of all youth of high school age. This movement is particularly promising in that it does not require a complete reconstruction of the high school curriculum, nor does it imply changes which would eliminate all the boundaries that now exist between subjects.

Since the advent of the Life Adjustment movement schools have become more conscious of the importance of serving the needs of all our students. In most schools a beginning has been made on a guidance program designed to serve all the students. Testing programs have been instituted in several schools to discover objective evaluation of each

student. A number of faculty members have and are attending various workshops about the state. It is felt that these conferences are aiding teachers to do a better job of teaching, which is definitely the main objective of Life Adjustment.

A series of recommendations conclude my study of Life Adjustment Education: (1) an "Orientation Day" for all freshmen and new students a week before school starts in the fall including aptitude and intelligence tests; (2) a testing program consisting of the appropriate standardized tests for all students; (3) a cumulative record system which begins in the first grade; (4) a home room system for a certain amount of group and social guidance; (5) personal interviews concerning vocational interests with every junior and senior student; (6) a file of occupational information is kept for the use of the entire student body; (7) English teachers encourage written and oral reports of individual investigations concerning vocations; (8) use specialized consultants whenever available and needed. The above points are relative to a successful guidance program. Any high school needs a philosophy of education setting out its basic belief concerning the purposes and objectives of the school in fitting pupils to better meet the problems of life. It must be impressed upon our pupils that the social structure is continually changing. These pupils should, through the use of reason, learn

to meet situations new and different from any that previous society has met. Other recommendations include: (1) the need for a study of curriculum reorganization as surveys have emphasized the inadequacy of the traditional curriculum; (2) the faculty, board of education and community laymen must be encouraged in carrying on the program of Life Adjustment; (3) staff members should be given reasonable time during the school day for work in connection with the curriculum program; (4) funds for attending conferences, money for guidance materials, funds for curriculum materials and supplies, as well as library materials, both books and visual aids material could be included in the school budget.

The findings of this research study emphasizing Life Adjustment Education has come as a result of cooperative action of the administrators in the secondary schools of Kansas. To those administrators, the thesis shows what is being done in guidance and counseling, improvements of instruction, problem of drop-outs, extra student expense and what some example secondary schools of Kansas are doing in reference to Life Adjustment Education programs. To the high school teachers the thesis emphasizes the importance of the classroom teacher, especially in the field of guidance and counseling, a strong cog in the Life Adjustment Education program.

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APPENDIX A

COMMISSION ON LIFE ADJUSTMENT SITUATIONS FOR YOUTH

American Association of School Administrators: Benjamin C. Willis, Superintendent of Schools, Teachers, N. Y. Chairman.

American Association of Junior Colleges: Charles G. Wilkins, President, State Agricultural and Mechanical College, Magnolia, Arkansas.

American Vocational Association: J. C. Wright, Washington, D.C.

National Association of School Superintendents and Directors of Secondary Education: Paul D. Cahill, Director, Bureau of Youth Services, State Department of Education, Hartford, Connecticut.

National Association of Secondary-School Administrators: Francis L. Bacon, Professor, School of Education, University of California, Los Angeles, California.

National Catholic Welfare Conference: Mary Janet, S. F., Commission on American Citizenship, Catholic University, Washington, D.C.

National Council of Chief State School Officers: Dean W. Schweickhard, State Commissioner of Education, St. Paul, Minnesota.

National Education Association: Correllus Leake, Teachers College, Columbia University, New York, New York.

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COMMISSION ON LIFE ADJUSTMENT EDUCATION FOR YOUTH

American Association of School Administrators: Benjamin C. Willis, Superintendent of Schools, Yonkers, N. Y. Chairman.

American Association of Junior Colleges: Charles S. Wilkins, President, State Agricultural and Mechanical College, Magnolia, Arkansas.

American Vocational Association: J. C. Wright, Washington, D.C.

National Association of High School Supervisors and Directors of Secondary Education: Paul D. Collier, Director, Bureau of Youth Services, State Department of Education, Hartford, Connecticut.

National Association of Secondary-School Principals: Francis L. Bacon, Professor, School of Education, University of California, Los Angeles, California.

National Catholic Welfare Conference: Sister Mary Janet, S. C., Commission on American Citizenship, Catholic University, Washington, D.C.

National Council of Chief State School Officers: Dean M. Schweickhard, State Commissioner of Education, St. Paul, Minnesota.

National Education Association: Marcella Lawler, Teachers College, Columbia University, New York, New York.

APPENDIX B

KANSAS COMMISSION ON LIFE ADJUSTMENT EDUCATION

Mrs. Fred Barber, Congress of Parents and Teachers,
Concordia, Kansas.

Dr. William A. Black, Kansas State Teachers College,
Pittsburg, Kansas.

Herbert I. Bruning, High School, Emporia, Kansas.

Mrs. Orville Burtis, R. F. D. 6, Manhattan, Kansas.

Lillian I. Dedrick, County Superintendent, El Dorado,
Kansas.

A. Thornton Edwards, School Board Association, Man-
hattan, Kansas.

James K. Hitt, Registrar, University of Kansas,
Lawrence, Kansas.

Ray D. Hodgell, City Hall, Topeka, Kansas.

V. A. Klotz, Chairman, High School, Coffeyville, Kansas.

C. M. Miller, Director, Board for Vocational Education,
Topeka, Kansas.

Miss Mae Pever, High School, Liberal, Kansas

Dean L. B. Sipple, University of Wichita, Wichita,
Kansas.

Milo Stucky, Superintendent of Schools, Buhler, Kansas.

G. H. Wedelin, Superintendent of Schools, Stafford,
Kansas.

Miss Ursula Henley, Executive Secretary, State Depart-
ment of Education, State House, Topeka, Kansas.

1. Official name of high school: Not Hope
2. City: Not Hope State: Kansas
3. Check the series of numbers which best represents the organizational plan used in your school system:
- | | | | |
|--------------|----------------|--|------------------------------|
| <u>6-6</u> | <u>6-3-3-2</u> | <u>6-4-4</u> | <u>8-4-2</u> |
| <u>6-3-3</u> | <u>6-2-4</u> | <input checked="" type="checkbox"/> <u>8-4</u> | <u>Other (specify) _____</u> |
4. Present high school enrollment 61 Number of high school teachers 7
Number of high school administrative officers 1
5. Do you have a Community-School Council composed of layleaders and faculty members, who work together for educational advancement? Yes No ☒
6. Are you using consultants from the State Department of Education, Universities or Colleges, for improving instruction in your school? Yes No ☒
7. Are you undertaking any specific projects leading to improvement of instruction in any of the following subjects?
- | | |
|--|---------------------------|
| Social Science <input checked="" type="checkbox"/> | English <u> </u> |
| Science <input checked="" type="checkbox"/> | Other (Specify) <u> </u> |
8. The core is that part of the school curriculum embracing the learning experience judged to be the common need of all pupils and employing appropriate content from any subject matter fields. Have you a core program in any form in your school? Yes No ☒
9. What subjects are included in the Core?
10. What time is allotted daily for the Core? 1 hour 2 hours 3 hours
11. Counseling services in your institution are provided by: (double check the title of the person in charge, single check others who function as counselors).
- | | |
|---|--|
| <u> </u> Director of Guidance | <u> </u> Dean of Women |
| <u> </u> Counselor (full-time) | <u> </u> Dean of Men |
| <u> </u> Teacher-Counselor (part-time) | <input checked="" type="checkbox"/> Superintendent |
| <u> </u> Home room teacher | <u> </u> Principal |
| <u> </u> Classroom teacher | <u> </u> Other (specify) <u> </u> |